



# **California High School Exit Examination (CAHSEE)**

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## **Reporting Individual Student Results for the 2006–07 School Year**

### **Assistance Packet for School Districts and Schools**

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**October 2006**

**Prepared by  
California Department of Education**



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# Reporting Individual Student Results for the 2006–07 School Year

## Introduction

Individual student results for the California High School Exit Examination (CAHSEE) begin arriving in school districts approximately eight weeks after each administration. This assistance packet is designed to provide guidance to school districts and schools in reporting results to the parents and guardians of students who take the CAHSEE during the 2006–07 school year and in responding to questions about these results. It includes facts about the CAHSEE program, questions and answers about reporting individual results, sample student and parent reports, and sample cover letters to send with reports. This information should be shared with school district and school representatives who work with students, parents, and guardians.

In addition to this assistance packet, the California Department of Education (CDE) has produced two other CAHSEE assistance packets for the 2006-07 school year. The assistance packet *Notifying Parents and Guardians for the 2006-07 School Year* provides information regarding the annual CAHSEE parent/guardian notification requirement. It contains various resources, including a sample notification flyer and parent/guardian brochure. The assistance packet *Explaining 2005-06 Summary Results* is designed to assist school districts in accessing 2005-06 summary CAHSEE results online and reporting those results to the media and other interested parties. These assistance packets are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

## Communicating to Parents and Guardians

It is important that CAHSEE results are seen as a tool for identifying what students have learned and what they still need to learn in order to be successful on the exam. In addition, school staff should share with students and their parents or guardians how results will be used to modify instruction to ensure that all students meet this graduation requirement. Parents and guardians also need to understand that the CAHSEE does not replace other graduation and coursework requirements that students must complete to receive a diploma.

Schools and school districts are encouraged to provide a variety of opportunities for sharing information about the CAHSEE with parents and guardians. The following activities are suggested:

- ☐ Provide information about the CAHSEE in back-to-school packets sent to parents and guardians at the beginning of each school year.
- ☐ Schedule presentations about the CAHSEE at back-to-school nights and/or other planned information sessions in the fall, which include information about the



2006–07 administrations of the CAHSEE in addition to results from the 2005–06 school year.

- ☐ Work with parent/guardian leaders to offer neighborhood meetings to provide information and answer parent/guardian questions and concerns about the CAHSEE.
- ☐ Encourage parents and guardians to discuss the results with their students.
- ☐ Refer parents and guardians to released test questions from the CAHSEE in English-language arts and mathematics available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.
- ☐ Encourage school personnel to provide ongoing information about the CAHSEE in their newsletters, information packets, e-mail list servers, and Web sites.
- ☐ Refer parents and guardians of students who took the CAHSEE with modifications to the Questions and Answers about CAHSEE Test Variations that describes the local waiver process. This document is located on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/accomod.asp>.

## Immediate Assistance for Parents and Guardians

Reporting individual student results after each administration of the CAHSEE requires setting up ways in which parents and guardians will receive immediate information and assistance with their questions and concerns. The following activities are suggested:

- ☐ Schedule school staff members and/or school district representatives to be available at school sites or at a central school district location for two or three days following the distribution of CAHSEE Student and Parent Reports to address parent/guardian questions and concerns. Notify parents and guardians of the time and location of this assistance prior to the distribution of results and/ or in the cover letter that accompanies the report. If possible, translators for non-English-speaking parents and guardians should be provided.
- ☐ Set up a CAHSEE information hotline that parents and guardians may call to ask questions about their student's results. Advertise the hotline through school newsletters, Web sites, and other available means.
- ☐ Provide translations of student results in the home languages of parents and guardians. If translations are not possible, notify parents and guardians when, where, and how language assistance is available. Spanish translations of the *Facts about the CAHSEE, Questions and Answers for Parents and Guardians*, sample CAHSEE Student and Parent Reports, and the sample cover letter are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.
- ☐ Enclose specific information about your school district or school's remediation program(s) with the score reports for students who have not passed one or both parts of the CAHSEE.



## Communicating to Students

Since students will want feedback about their CAHSEE results as soon as possible, school personnel should be prepared to answer student questions and provide additional information about their results. The following activities are suggested:

- ☐ Inform student leaders about how and when test results are to be reported and what they mean.
- ☐ Prepare fact sheets about the CAHSEE for publication in student newspapers.
- ☐ Schedule student information sessions to answer questions about the meaning and importance of the results, as well as to inform students of the resources available to students who did not pass one or both parts of the CAHSEE.
- ☐ Inform students of resources available to help prepare for the CAHSEE, including the CAHSEE study guides which are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.
- ☐ Inform students of resources and options available to them if they have not passed both parts of the CAHSEE by the end of grade twelve (i.e., summer school, Saturday school, community college, adult education, independent study).

## School District and School Employee Information

School district and school employees are key to the success of any communications effort. Parents, guardians, and community members rely on school district employees to address their questions and concerns about education. The following activities are suggested to prepare employees for their role as key communicators:

- ☐ Schedule information sessions to prepare all classified and certificated employees to answer general questions about the CAHSEE and to explain when, where, and how parents and guardians may receive information and assistance.
- ☐ Direct all school district employees to the CAHSEE program resources located on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>. Provide a copy of the written information sent to parents and guardians, such as the *Questions and Answers for Parents and Guardians* included in this document, as well as a sample CAHSEE Student and Parent Report.
- ☐ Inform employees when individual student results will begin to arrive in the school district to prepare them for questions they may receive from students and their parents and guardians.



## **CAHSEE Background Information**

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**Facts about the California High School Exit Examination (CAHSEE)**

**Reporting Individual Student Results for the 2006–07 School Year:  
Questions and Answers for Parents and Guardians**



# Facts about the California High School Exit Examination (CAHSEE)

State law, enacted in 1999, authorized the development of the California High School Exit Examination (CAHSEE), which students in California public schools would have to pass to earn a high school diploma. All California public school students must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the exam or, for students with disabilities, receiving a local waiver pursuant to *Education Code* Section 60851(c), or receiving an exemption pursuant to *Education Code* sections 60852.3 or 60852.4.

## Purpose of the CAHSEE

The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics.

## Notification of the CAHSEE Requirement

All students and their parents or guardians must be provided with notice of the CAHSEE requirement beginning in grade nine and each year thereafter (*Education Code* Section 60850[f][2]). At a minimum, the notification must include the following: the date of the exam; the requirements for passing the exam; the consequences of not passing the exam; and a statement that passing the examination is a condition of graduation (*Education Code* Section 48980[e]). Students who transfer from another school district must be notified at the time of enrollment.

## Test Content

The CAHSEE is divided into two parts: English-language arts and mathematics. Test questions address California content standards that a

High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, determined students should know to graduate from high school.

The CAHSEE blueprints provide detailed information about the content of the exam. The CAHSEE blueprints are available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

## English-Language Arts

One part of the CAHSEE addresses state English-language arts (ELA) content standards through grade ten. The ELA part of the exam, which consists of multiple-choice questions and a writing task, has a reading section and a writing section. The reading section covers vocabulary, informational reading, and literary reading. This section includes 50 percent literary texts and 50 percent informational texts. The writing section covers writing strategies, applications, and conventions. In addition to the multiple-choice questions, students are asked to complete one writing task on a specific topic or in response to a literary or informational passage.

## Mathematics

The other part of the CAHSEE addresses state mathematics content standards. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra I. Students must demonstrate computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages. The math part of the exam is composed entirely of multiple-choice questions.

## Exemptions and Waivers

For certain students with disabilities, an exemption or waiver of the CAHSEE requirement may be available.





*Education Code* Section 60852.4 provides an exemption of the requirement to pass the CAHSEE for students with disabilities scheduled to receive a diploma on or before December 31, 2007, if the following conditions are met:

1. ☐ The student has an individualized education program (IEP) or Section 504 Plan. According to the IEP or Section 504 Plan, which is dated on or before July 1, 2006, the student is scheduled to receive a high school diploma with an anticipated graduation from high school on or before December 31, 2007.
2. ☐ The school district or state special school certifies that the student has satisfied or will satisfy all other state and local requirements for the receipt of a high school diploma on or before December 31, 2007.
3. ☐ The student has attempted to pass the parts of the CAHSEE not yet passed at least twice after grade ten, including at least once during grade twelve, with the accommodations or modifications, if any, specified in his or her IEP or Section 504 Plan.
4. ☐ Either (A) the student has received remedial or supplemental instruction focused on the CAHSEE either through the school of the student, private tutoring, or another source, or (B) the school district or state special school failed to provide the student with the opportunity to receive that remedial or supplemental instruction.
5. ☐ If the student received remedial or supplemental instruction, the student has taken the parts of the CAHSEE not yet passed at least once following the receipt of that remedial or supplemental instruction.
6. ☐ No later than 30 days prior to the receipt of a diploma in 2007, the student, or the parent or legal guardian of the student if the student is a minor, has been notified in writing that the student is entitled to receive free appropriate public education up to and including the academic year during which the student reaches age 22, or until the student receives

a high school diploma, whichever event occurs first.

*Education Code* Section 60852.3 provides a similar exemption to students with disabilities scheduled to receive a high school diploma in 2006.

*Education Code* Section 60851(c) permits local school boards to grant a waiver of the CAHSEE requirement to students with disabilities who take the CAHSEE using modifications and receive the equivalent of a passing score.

At the request of the student's parent or guardian, a school principal must submit to the local school governing board a request for a waiver of the requirement to pass the part(s) of the CAHSEE on which a modification was used and the equivalent of a passing score was earned. For the local board to waive the CAHSEE requirement, the principal must certify that the student has met the following conditions:

1. ☐ An IEP or Section 504 Plan is in place that requires the accommodations or modifications to be provided to the student when taking the CAHSEE.
2. ☐ The student has either satisfactorily completed or is in progress towards completing high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3. ☐ The student has an individual score report showing that the student has received the equivalent of a passing score on the CAHSEE while using a modification.

## Testing Opportunities

All students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten may take the parts not passed up to





two times per school year in grade eleven and up to three times per school year in grade twelve. The CAHSEE testing schedule through the 2007–08 school year is posted on the Internet at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>. School districts select their testing dates from this schedule.

## Results and Reports

In order to pass the CAHSEE, a scale score of 350 or higher is required on each part. Students do not need to pass both parts of the CAHSEE during the same administration in order to satisfy the CAHSEE requirement.

About eight weeks after each administration of the exam, school districts receive two copies of the CAHSEE Student and Parent Report for each student who took the examination. When school districts receive these reports, they are to immediately distribute one copy to parents and guardians and place the other copy in the student's permanent record.

It is important that parents and guardians keep a copy of the student report for their own records. The CDE does not keep a copy of individual student reports. Individual student scores must be maintained by the student's school district. The school district must ensure the records are maintained confidentially. (See *Education Code* Section 49073 and *Title 20 United States Code* Section 1232[g].)

## Supplemental Instruction

School districts must provide supplemental instruction aligned with the state content standards to assist students in grades seven through twelve who do not demonstrate sufficient progress toward passing the CAHSEE (*Education Code* sections 37252 and 60851[f]). By statute, students who do not possess sufficient English language skills shall be considered students who do not demonstrate sufficient progress toward passing the CAHSEE and must receive supplemental instruction designed to assist such students to succeed on the CAHSEE (*Education Code* Section 37252[d]).

## State and Federal Accountability Requirements

The state and federal governments use the CAHSEE as a measure of school and school district accountability. The state accountability program is the Public Schools Accountability Act, and the federal accountability program is the No Child Left Behind Act. The use of CAHSEE results for these accountability programs in no way affects how the CAHSEE is used for individual student accountability.

## More Information

Additional CAHSEE information is posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/> or by contacting a high school principal or counselor.



# Reporting Individual Student Results for the 2006–07 School Year

## Questions and Answers for Parents and Guardians ☐

### How and when do parents and guardians receive their student's CAHSEE results?

About eight weeks after the CAHSEE is administered, school districts receive two copies of the CAHSEE Student and Parent Report for each student who took the examination. When school districts receive their student reports, they will distribute one copy to parents and guardians and place the other copy in the student's permanent record. This notification process occurs after each test administration.

### Is it important that parents and guardians keep a copy of the student report for their records?

Yes. The California Department of Education does not keep a copy of individual student reports. All individual student scores are confidential. Only group results for each school, district, county, and the state are posted on the Internet. School districts are responsible for maintaining individual student results.

### How are the individual student results reported?

The CAHSEE Student and Parent Report provides two types of information about a student's performance on the exam. The left side of the report shows the student's scale score, the scale score required to pass, and whether or not the student passed the English-language arts and mathematics parts. The right side of the report shows the number of questions answered correctly for each strand of the content standards in English-language arts and mathematics tested with multiple-choice questions. The right side also shows the writing task score, which is scored on a scale of 1 to 4, with 4 being the highest score students can achieve.

### What is a scale score?

Although all test forms of the CAHSEE assess the same California content standards, each test form contains different questions. Therefore, one test form may be slightly more difficult or slightly easier than another. Scale scores account for differences in the difficulty of test questions, thus equalizing the variations in test difficulty across different administrations. Scale scores used for the CAHSEE

range from approximately 275 to 450. A scale score of 350 or higher is necessary to pass each part of the CAHSEE.

### Who sees CAHSEE individual student score reports?

Only students, parents or guardians, and authorized school district personnel see individual student score reports.

### What happens if students do not pass the CAHSEE?

All students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten have up to two opportunities in grade eleven and up to three opportunities in grade twelve to retake the part(s) of the exam not yet passed. The CAHSEE testing schedule through the 2007–08 school year is posted on the Internet at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>. Districts select their testing dates from this schedule.

### What instructional support is available to students who do not pass the CAHSEE?

School districts are to provide additional instruction to assist students who do not pass the exam. Instructional programs may be offered during the summer, before or after school, on Saturday, or during intersession. Additional instruction may also be offered to a student who was enrolled in grade twelve during the prior school year. Other options may include a fifth year of study, summer school, adult education, and independent study.

### How can parents and guardians get their questions answered about the CAHSEE and/or their student's results?

Additional information about the CAHSEE is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Parents and guardians should first direct their questions about the CAHSEE, including their student's results, to their student's teachers. They may also contact the school principal or counselor.



## Sample Letters and Reports ☐

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### **Sample Cover Letters for Principals to Send with the CAHSEE Student and Parent Report**

Sample Letter: Grade Ten and Eleven Students

Sample Letter: Grade Twelve Students

Sample Letter: Adult Education Students

Sample Letter: Students Who Are Eligible for a Local Waiver

### **Sample Student and Parent Reports**

Sample One

Sample Two

Sample Three

Back of Student and Parent Report (for all samples)

Explanatory Notes for the CAHSEE Student and Parent Report



# Sample Cover Letter for Principals to Send ☐ with the CAHSEE Student and Parent Report ☐ For Grade Ten and Eleven Students ☐

Dear Parent/Guardian:

Your student, along with other students at **(insert school name)**, participated in the administration of the California High School Exit Examination (CAHSEE) in **(insert one of the following administrations: October/November/December 2006 – grade eleven only or February/March/May 2007)**. All students must satisfy the CAHSEE requirement in addition to all other local and state graduation requirements to receive a high school diploma.

The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate competency in the California content standards for English-language arts and mathematics.

Enclosed you will find your student's CAHSEE Student and Parent Report indicating the results for each part of the exam (English-language arts and mathematics). Students who now have passed both parts of the CAHSEE are to be commended for their outstanding effort.

For grade ten students who did not pass one or both parts of the exam, please be assured that there will be several additional opportunities to do so. Students only retake the part(s) of the exam they have not yet passed. Grade eleven students who did not pass one or both parts of the exam will have an additional opportunity to take the CAHSEE this year in **(insert grade eleven test date for school district)**. In addition, grade eleven students who do not pass will have three opportunities during their senior year. Our school's testing dates will be announced annually. We also will be providing additional instruction to help students who need assistance.

More information about future testing dates and plans for providing additional assistance for individual students will be included in our back-to-school packet. If you have any questions about the CAHSEE or your student's results, please contact the school office at **(insert phone number here)**. Our entire staff will be working with parents, guardians, and students to successfully implement this important testing program.

**Note:** *Principals who have planned parent/guardian information meetings to explain the 2006–07 CAHSEE results and have plans in place to help students who have not yet passed the CAHSEE should add the meeting schedule to the bottom of this letter.*



# Sample Cover Letter for Principals to Send ☐ with the CAHSEE Student and Parent Report ☐ For Grade Twelve Students ☐

Dear Parent/Guardian:

Your student, along with other students at **(insert school name)**, participated in the administration of the California High School Exit Examination (CAHSEE) in **(insert one of the following administrations: July/October/November/December 2006, February/March/May 2007)**. All students must satisfy the CAHSEE requirements in addition to all other local and state graduation requirements to receive a high school diploma.

The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate competency in the California content standards for English-language arts and mathematics.

Enclosed you will find your student's CAHSEE Student and Parent Report indicating the results for each part of the exam (English-language arts and mathematics). Students who now have passed both parts of the CAHSEE are to be commended for their outstanding effort.

Grade twelve students who have not yet passed one or both parts of the exam will have another opportunity to take the CAHSEE on **(insert next grade twelve test date for your school district)** and, if needed, an additional opportunity on **(insert grade twelve test date for your school district)**. Students only retake the part(s) of the exam they have not yet passed, and our school will provide additional instruction to help students who need assistance.

Grade twelve students who do not pass both parts of the CAHSEE by the end of the 2006-07 school year are encouraged to **(insert one or more of the following options: re-enroll in high school for the 2007-08 school year; enroll in our school district's adult education program for the 2007-08 school year; enroll in our school district's independent study program for the 2007-08 school year; re-enroll in our district's summer school program this summer)**. **(Insert one or both of the following: Grade twelve/Adult)** students can take the CAHSEE up to three times per school year.

If you have any questions about the CAHSEE or your student's results, please contact the school office at **(insert phone number here)**. Our entire staff will be working with parents, guardians, and students to successfully implement this important testing program.

**Note:** *Principals who have planned parent/guardian information meetings to explain the 2006-07 CAHSEE results and have plans in place to help students who have not yet passed the CAHSEE should add the meeting schedule to the bottom of this letter.*



# Sample Cover Letter for Principals to Send ☐ with the CAHSEE Student and Parent Report ☐ For Adult Education Students ☐

Dear Student:

In **(insert one of the following administrations: October/November/December 2006, February/March/May/July 2007)** you, along with other students at **(insert school name)**, participated in the administration of the California High School Exit Examination (CAHSEE). All students must satisfy the CAHSEE requirement in addition to all other local and state graduation requirements to receive a high school diploma.

The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate competency in the California content standards for English-language arts and mathematics.

Enclosed you will find your CAHSEE Student and Parent Report indicating your results for each part of the exam (English-language arts and mathematics). Students who now have passed both parts of the CAHSEE are to be commended for their outstanding effort.

Adult education students who have not yet passed one or both parts of the exam will have another opportunity to take the CAHSEE on **(insert next adult education student test date for your school district)** and, if needed, an additional opportunity on **(insert adult education student test date for your school district)**. Students only retake the part(s) of the exam they have not yet passed, and our school will provide additional instruction to help students who need assistance.

Adult education students who do not pass the CAHSEE by the end of the 2006-07 school year are encouraged to re-enroll in our school district's adult education program for the 2007-08 school year. Adult education students can take the CAHSEE up to three times per school year.

If you have any questions about the CAHSEE or your results, please contact the school office at **(insert phone number here)**. Our entire staff will be working with students to successfully implement this important testing program.

**Note:** *Principals who have planned information meetings to explain the 2006–07 CAHSEE results and have plans in place to help students who have not yet passed the CAHSEE should add the meeting schedule to the bottom of this letter.*





# Sample Cover Letter for Principals to Send ☐ with the CAHSEE Student and Parent Report ☐ For Students Who Are Eligible for a Local Waiver ☐

Dear (Insert name of parent/guardian):

All students must satisfy the California High School Exit Examination (CAHSEE) requirement, as well as all other state and local requirements, to receive a California public high school diploma. Students can satisfy the CAHSEE requirement by either passing the exam or, for students with disabilities, receiving a waiver of the CAHSEE requirement pursuant to *Education Code* Section 60851(c). Students with disabilities who take the CAHSEE using modifications and receive the equivalent of a passing score may be eligible to receive a waiver of the CAHSEE requirement for the part(s) of the exam on which a modification was used if the following requirements are met:

- ☐ An individualized education program (IEP) or Section 504 Plan is in place that requires a modification to be provided to the student when taking the CAHSEE;
- ☐ The equivalent of a passing score has been obtained on the CAHSEE using a modification; and
- ☐ Sufficient high school-level coursework has been either satisfactorily completed or is in progress in a high school-level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.

During the (insert test date) administration of the CAHSEE, your student took one or both parts of the CAHSEE using a modification as specified in his or her current IEP or Section 504 Plan and received the equivalent of a passing score.

At your request, the high school principal will submit a request to our district's school board on your student's behalf to waive the CAHSEE requirement for the part or parts of the exam that were modified for your student. To make this request, please sign the bottom portion of this letter and return the signed letter along with a photocopy of your student's CAHSEE Student and Parent Report to the school office at (insert school office address). Please be sure to keep the original copy of your student's score report for your records.

If you have any questions about this waiver request or your student's CAHSEE results, please contact the school office at (insert phone number).

Parent/Guardian Name (printed): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_





## Sample Student and Parent Reports ☐

The following three paragraphs describe the sample student and parent reports found on Pages 15–17. These three samples illustrate the more common explanatory notes that appear on reports. A list of all the explanatory notes that may appear on the student and parent report can be found on page 19.

### Sample One

Scores on the left side of this sample report show that the student passed the mathematics part of the exam during a previous administration and took but did not pass the English-language arts part of the exam during the current administration. This means that the student only needs to retake the English-language arts part of the exam.

### Sample Two

Scores on the left side of the sample report show “NOT ATTEMPTED” for the mathematics part of the exam and “PASSED” for the English-language arts part.

### Sample Three

Scores on the left side of the sample report show “MODIFIED” for the mathematics part of the exam and “ABSENT” for the English-language arts part. The “MODIFIED” at the left side of the sample report shows that the student took the mathematics part of the CAHSEE using modifications as specified in his or her individualized education program (IEP) or Section 504 Plan. If the student received a score of 350 or higher on this part, he or she may be eligible for a waiver of the CAHSEE requirement pursuant to *Education Code* Section 60851(c). In this case, principals are encouraged to include procedures for requesting a waiver of the CAHSEE requirement with the cover letter and CAHSEE Student and Parent Report (See page 13).



# Sample Front of Student and Parent Report (Sample One)

## California High School Exit Examination

### Student and Parent Report

	Your Score	Score Required to Pass
Mathematics		
English-Language Arts	323	350

STUDENT NAME:  
DATE OF BIRTH:  
STUDENT ID:  
GRADE: **12**  
SCHOOL: **Example High School**  
DISTRICT: **Example School District**  
COUNTY: **Example County**  
TEST DATES: English-Language Arts **10/03/06**  
Mathematics **10/04/06**

**MATHEMATICS**

Your Total Mathematics Score: **SATISFIED REQ**

The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.

**STRANDS FOR MATHEMATICS**

	Number of Questions	Number Correct	Percent Correct
Probability & Statistics			
Number Sense			
Algebra & Functions			
Measurement & Geometry			
Algebra I			

**ENGLISH-LANGUAGE ARTS**

Your Total English-Language Arts Score: **323 - NOT PASSED**

**STRANDS FOR ENGLISH-LANGUAGE ARTS**

	Number of Questions	Number Correct	Percent Correct
<b>READING</b>			
Word Analysis	7	4	57%
Reading Comprehension	18	8	44%
Literary Responses & Analysis	20	8	40%
<b>WRITING</b>			
Writing Strategies	12	7	58%
Writing Conventions	15	7	47%

**WRITING APPLICATION \***

	Maximum Score	Your Score
Essay 1	4.0	1.0

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score." The Writing Application score counts as 20% of your total English-Language Arts score.

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

You may obtain copies of selected test questions at your school or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.



## Sample Front of Student and Parent Report (Sample Two) □

## California High School Exit Examination □

## Student and Parent Report □

	Your Score	Score Required to Pass
Mathematics		
English-Language Arts	383	350

STUDENT NAME:  
DATE OF BIRTH:  
STUDENT ID:  
GRADE: **10**  
SCHOOL: **Example High School**  
DISTRICT: **Example Unified**  
COUNTY: **Example County**  
TEST DATES: English-Language Arts **2/06/07**  
Mathematics **2/07/07**

**MATHEMATICS**

Your Total Mathematics Score: **NOT ATTEMPTED**

Your student answered 5 or fewer questions on this portion of the exam.

STRANDS FOR MATHEMATICS	Number of Questions	Number Correct	Percent Correct
Probability & Statistics			
Number Sense			
Algebra & Functions			
Measurement & Geometry			
Algebra I			

**ENGLISH-LANGUAGE ARTS**

Your Total English-Language Arts Score: **383—PASSED**

STRANDS FOR ENGLISH-LANGUAGE ARTS	Number of Questions	Number Correct	Percent Correct
<b>READING</b>			
Word Analysis	7	6	86%
Reading Comprehension	18	14	78%
Literary Responses & Analysis	20	15	75%
<b>WRITING</b>			
Writing Strategies	12	8	67%
Writing Conventions	13	12	92%

WRITING APPLICATION*	Maximum Score	Your Score
Essay 1	4.0	3.0

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score." The Writing Application score counts as 20% of your total English-Language Arts score.

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

You may obtain copies of selected test questions at your school or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

**Sample Front of Student and Parent Report (Sample Three)****California High School Exit Examination****Student and Parent Report**

	Your Score	Score Required to Pass
Mathematics	373	350
English-Language Arts		

STUDENT NAME:  
DATE OF BIRTH:  
STUDENT ID:  
GRADE: **11**  
SCHOOL: **Example High School**  
DISTRICT: **Example Unified**  
COUNTY: **Example County**  
TEST DATES: English-Language Arts **10/03/06**  
Mathematics **10/04/06**

**MATHEMATICS**

Your Total Mathematics Score: **373 - MODIFIED**

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.

STRANDS FOR MATHEMATICS	Number of Questions	Number Correct	Percent Correct
Probability & Statistics	13	7	54%
Number Sense	17	9	53%
Algebra & Functions	20	15	75%
Measurement & Geometry	18	12	67%
Algebra I	12	12	100%

**ENGLISH-LANGUAGE ARTS**

Your Total English-Language Arts Score: **ABSENT**

Student was absent for this portion of the exam.

STRANDS FOR ENGLISH-LANGUAGE ARTS	Number of Questions	Number Correct	Percent Correct
<b>READING</b>			
Word Analysis			
Reading Comprehension			
Literary Responses & Analysis			
<b>WRITING</b>			
Writing Strategies			
Writing Conventions			

WRITING APPLICATION *	Maximum Score	Your Score
Essay I		

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score." The Writing Application score counts as 20% of your total English-Language Arts score.

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

You may obtain copies of selected test questions at your school or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.



## Back of Student and Parent Report (for all samples) □

### CALIFORNIA HIGH SCHOOL EXIT EXAMINATION About Your Student and Parent Score Report

PLEASE RETAIN THIS REPORT FOR YOUR RECORDS

#### General Information

The top part of this report includes your student's scores on the California High School Exit Examination (CAHSEE) and general information about your student.

The upper left section of this report contains your student's total test score for mathematics and English-language arts. Your student's test score for each subject is reported as a scale score, which ranges from approximately 275-450. A scale score of 350 is necessary to pass each subject. Your student will need to receive a passing score on each subject to receive a high school diploma.

If your student did not receive a score of at least 350, then he or she is entitled to remediation. Students will continue to have opportunities to pass this test. Keep in mind that all other graduation requirements still must be met to graduate.

The upper right section of this report contains your student's name, date of birth, student identification number (if provided by your school), school name, testing dates, and other general information.

#### Taking the CAHSEE with Modifications

If your student took one or both portions of the test with modifications as specified in his or her individualized education program (IEP) or Section 504 Plan, then one or both of your student's scores was marked "modified." Taking the test with modifications changes what is being tested. If the score marked "modified" was 350 or higher, your student may be eligible for a waiver of the CAHSEE requirement. Please see your school administrator for information regarding the local waiver process.

#### California Content Standards

All questions on this examination address California Content Standards for Mathematics and for English-Language Arts. Adopted by the State Board of Education, these standards describe what students should know and be able to do in these subject areas.

#### Mathematics

The Mathematics section of the report describes how well your student performed on the mathematics portion of the test. "Your Total Mathematics Score" shows your student's mathematics scale score and whether your student passed the mathematics test.

Information also is provided for each of the five major areas (strands) tested: Probability & Statistics, Number Sense, Algebra & Functions,

Measurement & Geometry, and Algebra I. This report shows the number of questions for each strand, as well as the number and percent of questions your student answered correctly.

#### English-Language Arts

The English-language arts section of the report describes how well your student performed on the English-language arts portion of the test. "Your Total English-Language Arts Score" shows your student's English-language arts scale score and whether your student passed the English-language arts test.

Information is also provided for each of the six major areas (strands) tested: Word Analysis, Reading Comprehension, Literary Response & Analysis, Writing Strategies, Writing Conventions (spelling, grammar, and punctuation), and Writing Application. For the first five strands, the report shows the number of questions for each strand, as well as the number and percent of questions your student answered correctly.

The score for the Writing Application shows how well your student wrote an essay. The essay is scored on a four-point scale, with 1 being the lowest score a student can receive and 4 being the highest. Students also can receive a "non-scorable" (NS) score if they do not write enough to score, write off the topic, write illegibly, or write in a language other than English. The essay is read at least twice by professionally trained scorers.

#### Final Note

Your student's scores are based on the results of one test. As with any test score, your student's CAHSEE score includes some uncertainty that can be quantified by calculating a statistic called the standard error of measurement. Information about the standard error of measurement for the CAHSEE mathematics and English-language arts tests may be found at: <http://www.ets.org/cahsee/library.html>.

Many factors must be considered when looking at your student's academic achievement, including other test scores, grades, the student's work, and teacher evaluations. You should contact your student's school for more information about your student's current academic performance and ways you can help him or her succeed.

You may obtain copies of selected test questions and additional information about the California High School Exit Examination at your school or on the California Department of Education Web site at: <http://www.cde.ca.gov/ta/tg/hs/index.asp>.



## Explanatory Notes for the CAHSEE Student and Parent Report

The following chart lists all of the explanatory notes that may appear on the CAHSEE Student and Parent Report.

Score Box Text	Explanatory Note
PASSED	None
NOT PASSED	None
ABSENT	Student was absent for this portion of the exam. OR Your student was absent due to a medical emergency.
SATISFIED REQ	The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.
NOT ATTEMPTED	Your student answered five or fewer questions on this portion of the exam. OR Your student did not answer any questions on this portion of the exam.
MODIFIED	Your student took this test using modifications as specified in his or her individualized education program (IEP) or Section 504 Plan. See "Taking the CAHSEE with Modifications" on the back of this report.
INVALIDATED	The school invalidated your student's score. Please contact school officials for more information.
PENDING	Your student's exam has not yet been scored. A new report will be printed when the exam is scored.
TESTED BEFORE	Your grade 10 student was already tested at a different school.
NOT ENROLLED	Your student was not enrolled on the day of testing.